



# SCHOOL ANNUAL REPORT 2017-18

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## 1. School Vision & Mission

### 1.1 School Vision

The school is committed to developing and implementing innovative teaching and learning strategies that maximize students' learning outcomes. The school aims at nurturing a safe and supportive learning environment that caters for students' individual needs.

### 1.2 School Mission

Through the creation of a positive and harmonious learning environment, our school is dedicated to educating children in their intellectual, physical, social, moral and aesthetic development.

## 2. Our School

### 2.1 School History

Our school was founded in 1946 and is the first government school in the New Territories. Since 1949, the campus was situated in Au Tau, and subsequently it was relocated to our existing campus on Town Park Road South in Yuen Long in 1989. We are a government co-educational Anglo-Chinese secondary school. Except for Chinese subjects, English is used as the medium of instruction. Our school has maintained simplicity as the essence of our school ethos.

### 2.2 School Facilities

Apart from the standard school facilities, there are special rooms in the school like the STEM Centre, the Campus TV Centre, the Multi-Media Language Centre, the Computer-Assisted Learning Room, the English Language Room, the Liberal Studies Learning Room, the Multi-purpose Learning Room and the Amenities Room. All the classrooms and special rooms are equipped with networked computers, multi-media projectors and wireless microphone systems to enhance the effectiveness of learning and teaching. In addition, LCD televisions are installed in the covered playground to broadcast the latest news to the students and, the school is fully air-conditioned to provide a comfortable and cosy learning environment for the students.

### 2.3 Composition of School Management Committee

- Our School Management Committee was formed in November 1999.
- The table below shows the composition of our SMC:

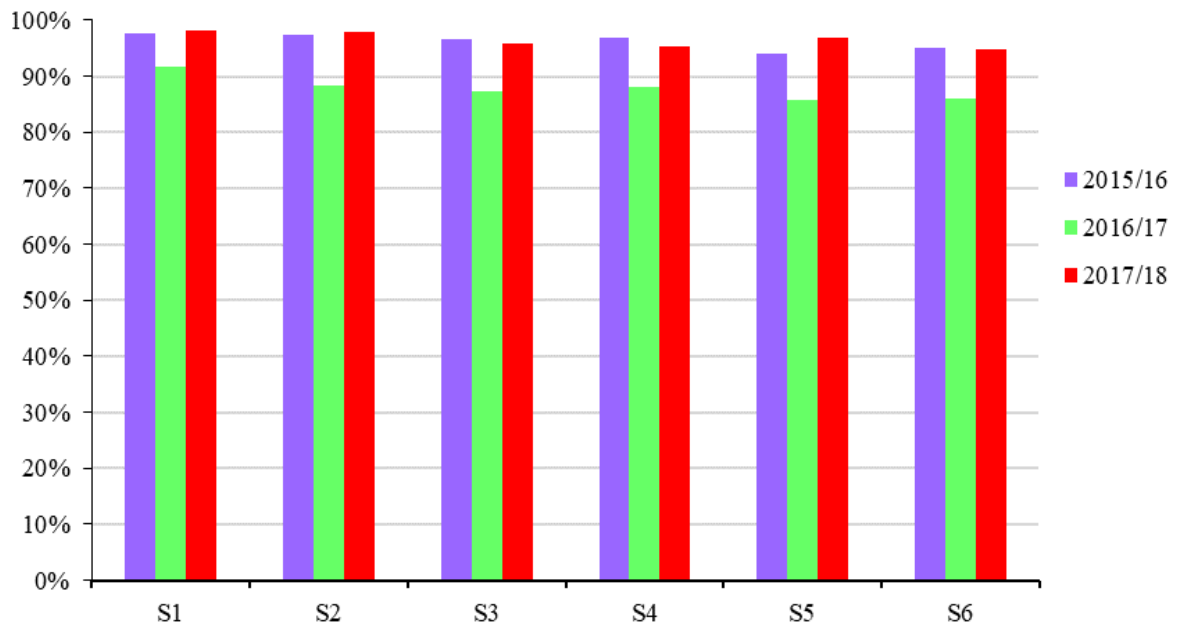
Members Year	EDB Representative	Principal	Parent Representatives	Teacher Representatives	Alumni Representative	Community Members
15/16	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	4 (36.3%)
16/17	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	4 (36.3%)
17/18	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	4 (36.3%)

### 3. Our Students

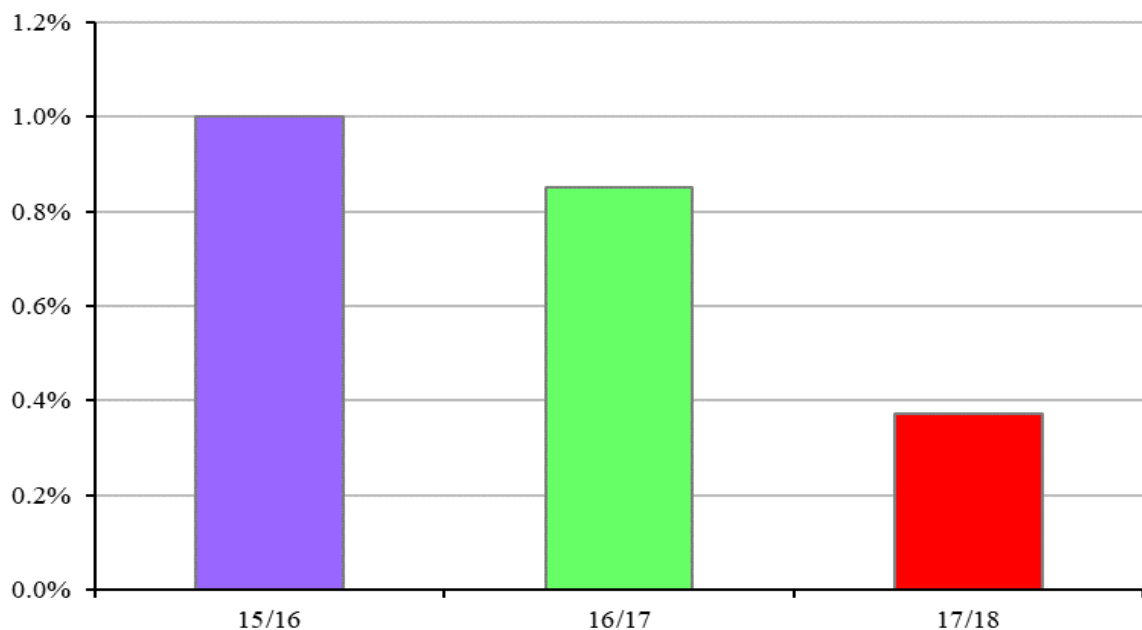
#### 3.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	5	25
Boys	67	68	69	67	71	54	396
Girls	73	71	73	64	62	70	413
<b>Total Enrolment</b>	140	139	142	131	133	124	809

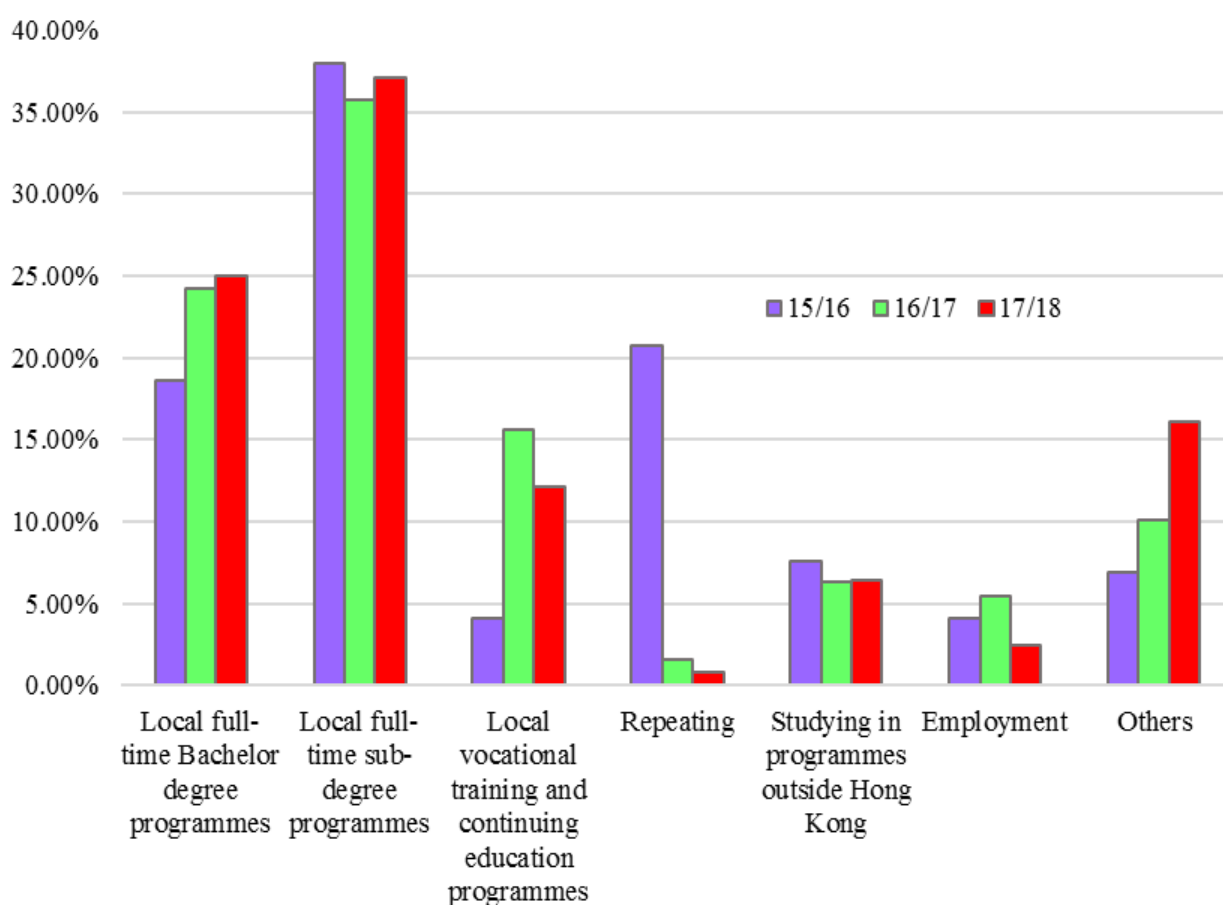
#### 3.2 Students' Attendance Rate



#### 3.3 Students' Early Exit (entire school year)



### 3.4 Destination of S6 Graduates



## 4. Our Teachers

### 4.1 Teacher Turnover

The turnover rate of our teachers was 10.7% last year.

### 4.2 Teachers' Professional Development

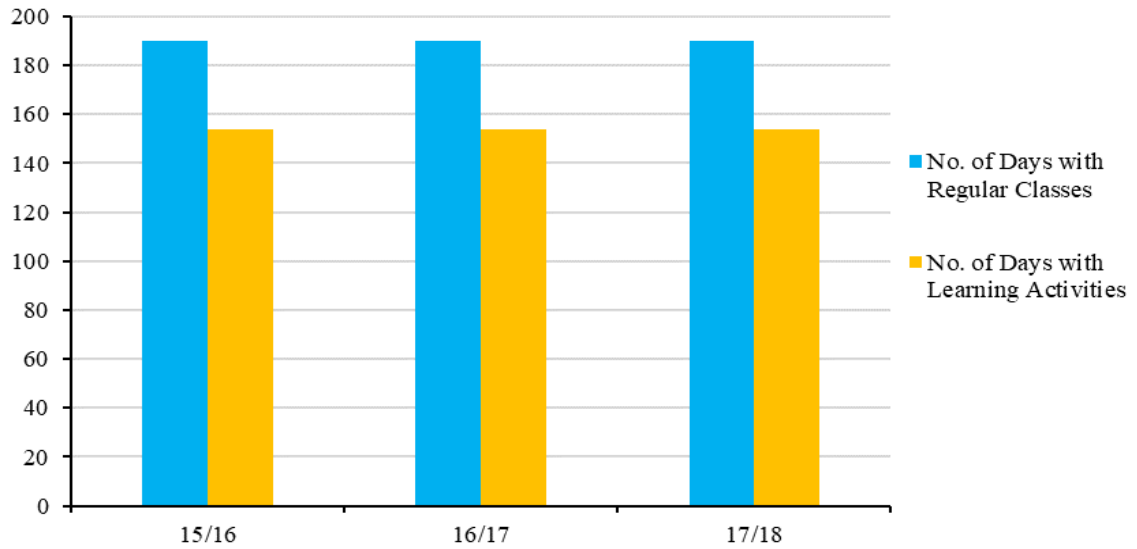
Our teachers attended a total of 2178.55 hours in various profession-related training courses / seminars / workshops.

Three Staff Development Days were organized in the school year 2017/18:

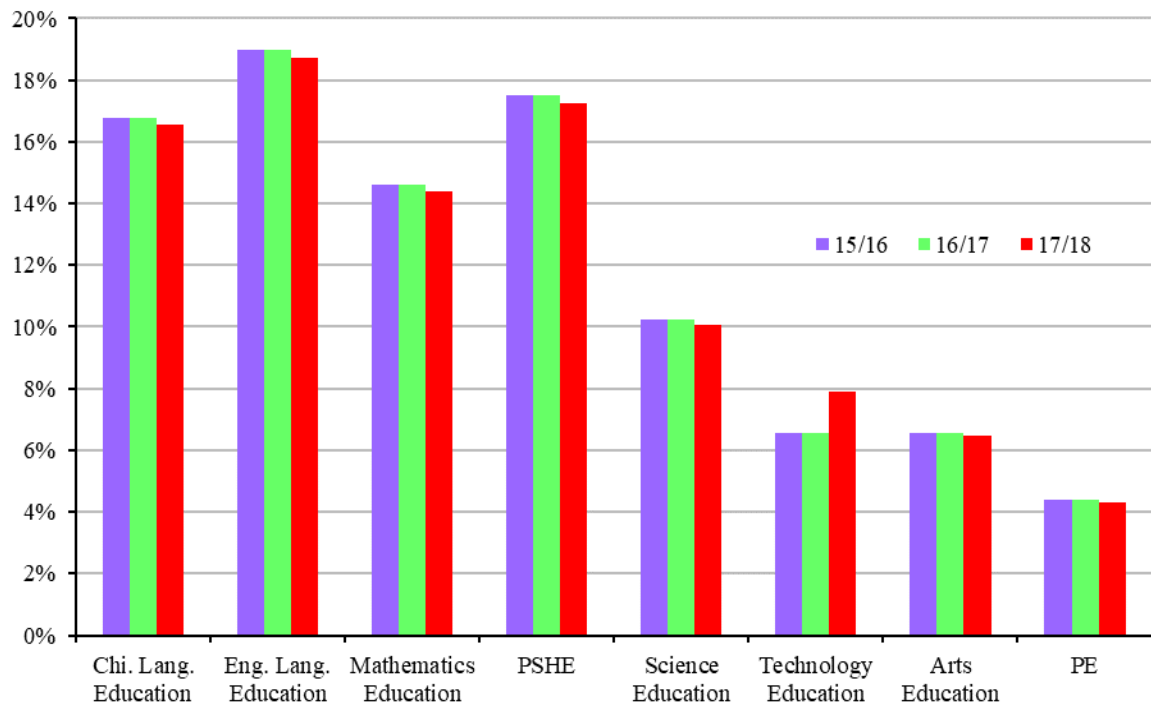
Date	Theme	Organiser
6.10.2017	Classroom Management & Career Development for SS Students	YLPSS
25.1.2018	Teacher Symposium 2018	EDB
1.6.2018	eClass System Training Workshop & Review on School Major Concerns and Development	YLPSS

## 5. Learning & Teaching

### 5.1 Number of Active School Days for S1-S3



### 5.2 Lesson time for the Key Learning Areas for S1-S3



## 6. Major Concerns

### 6.1 Learning and Teaching

1. To nurture students' self-directed learning skills.
  - a. S1 learning skills workshop was conducted in August, September and October. Over 80% of

- students agreed that their learning skills have been enhanced.
- b. Bridging programmes in English Language, Mathematics, Integrated Science and History were conducted in August. HODs of the subjects agreed that it was worthwhile to conduct the bridging program to equip students' necessary skills in studying EMI subjects.
  - c. Some junior form and senior form teachers formed small study groups with students of average abilities.
  - d. In a survey to S1 to S5 students, about 84% of students gave rating of 3 to 5 (agree to strongly agree) that teachers had tried different means to nurture their self-directed learning skills.
  - e. Some junior form students develop the habits of note-taking.
2. To narrow the gap of learning diversity.
- a. Student-centred teaching and learning strategies to promote peer learning.
    - i. 11 subjects adopted group discussion in their lessons. The mean effectiveness reported by HODs is 3.3 (1-5 scale with 3-agree and 5-strongly agree).
    - ii. 9 subjects adopted student presentation in their lessons. The mean effectiveness stated by HODs is 3.4.
    - iii. 12 subjects adopted sharing of students' good work in their lessons. The mean effectiveness provided by HODs is 3.8.
    - iv. 12 subjects adopted questionings in their lessons. The mean effectiveness informed by HODs is 3.9.
    - v. 4 subjects adopted grouping with mixed ability strategy. The mean effectiveness reflected by HODs is 3.6.
    - vi. Liberal Studies and Biology revealed that worksheets were designed with graded difficulty.
    - vii. 9 subjects have tailor-made curriculum to meet the needs of high and average achievers. The mean effectiveness reported by HODs is 3.8.
    - viii. 7 subjects have designed core and extension part in their curriculum. The mean effectiveness manifested by HODs is 3.8.
    - ix. 5 subjects indicated the incorporation of bonus question in tests and examination papers. The mean effectiveness shown by HODs is 3.5.
    - x. 11 subjects displayed that the quantity and quality of assignments were based on students' ability. The mean effectiveness signified by HODs is 3.7.
    - xi. In a survey to S1-S5 students, about 68.4% of students gave rating of 3 to 5 (agree to strongly agree) that teachers have tried different means, like homework design, teaching strategy, test and examination paper, to cater for student learning diversity.
  - b. 2 Class-teachers Meetings, 3 HOD and KLA Meetings and 1 Staff Meeting were arranged to review student performance in tests and examinations.
  - c. Afterschool remedial class in core subjects were conducted to S1-S3 students.
    - i. In stage 1, over 60% of S1 students got improvement, over 60% of S3 students gained improvement in Chinese Language and Mathematics.
    - ii. In Stage 2, over 60% of S1 students earned improvement in Chinese Language, English Language and Mathematics, over 60% of S2 and S3 students obtained improvement in

Chinese Language.

- iii. In Stage 3, over 60% of S1 students put on improvement in Mathematics, over 60% of S2 and S3 students achieved improvement in Chinese Language.
  - d. Homework Support Class was conducted for students who were not able to submit homework on time. The number of students sitting the class was much smaller than that of last year.
  - e. A team of Student Academic Ambassadors was set up to assist S1 students to prepare Uniform Tests in both school terms.
  - f. With the fund provided by SAC, more exercises and reference books were purchased and to be borrowed by senior form students to prepare them for HKDSE examination.
  - g. Enhancement classes were conducted to S4, S5 and S6 during Christmas and Easter holidays. Afterschool tutorial classes were also arranged for S5 students in Second Term and Summer Vacation. There were 3 afterschool lessons for core subjects and 4 afterschool lessons for elective subjects in Second Term.
  - h. 14 S3 students and 10 S4 students were recommended to study online learning programs provided by Hong Kong Academy for Gifted Education in Chinese Language, English Language, Mathematics and Science during Summer Vacation.
3. Implementation of e-Learning to enhance self-directed learning skills.
- a. 6 subjects had uploaded teaching and learning materials to eClass. The mean effectiveness reported by HODs is 3.5 (1-5 scale with 3-agree and 5-strongly agree).
  - b. 9 subjects had uploaded teaching and learning materials to Google Drive. The mean effectiveness reported by HODs is 4.
  - c. 6 subjects made use of iPad during lessons. The mean effectiveness reported by HODs is 3.7.
  - d. 3 subjects conducted flipped classroom in lessons. The mean effectiveness reported by HODs is 4.3.
  - e. 4 subjects made use of other electronic platforms, e.g. HyREAD website, eREAP of HKAGE in lessons. The mean effectiveness reported by HODs is 4.
  - f. 7 subjects required students to submit homework online. The mean effectiveness reported by HODs is 3.3.
  - g. In a survey to S1-S5 students, about 86.6% of gave rating of 3 to 5 (agree to strongly agree) that teachers made use of e-Learning in classrooms.
  - h. The coverage of WiFi 900 was enhanced. Some special rooms could make use of WiFi 900 of other classrooms.
  - i. Biology Department took the initiative in pilot study of e-Learning prepared by Hong Kong Education City. The mean score of S5 and S6 students to the following statements are (1-5 scale with 3-agree and 5-strongly agree):
    - i. 3.8: “我能隨時隨地使用 TWIG 學習生物科知識”,
    - ii. 3.9: “把抽象生物科概念轉化為視覺影像”,
    - iii. 3.8 (S6) and 3.9 (S5): “能通過使用 TWIG 自學生物科有關課題”,
    - iv. 3.5 (S6) and 3.9 (S5): “通過使用 TWIG 有效地學習生物科有關課題”,
    - v. 3.5 (S6) and 3.9 (S5): “喜歡使用 TWIG 學習生物科”.
4. Enhance teachers' professional development.



- a. Information in seminar and workshops related to cater for learning diversity, STEM education and e-Learning were provided to teachers via eClass.
  - b. Co-lesson Preparation Lessons for Chinese Language, English Language, Mathematics and Liberal Studies were arranged and laid down in the school timetable to conduct Collaborative Lesson Preparation (CLP) to discuss matters on learning and teaching.
  - c. 2 visits were arranged to Shau Kei Wan East Government Secondary School and Arts and Technology Education Centre for Science, Technology and Mathematics teachers to learn the techniques in implementing Solar Boat Design Competition. In addition, science teacher and laboratory technician attended workshop in hovercraft design competition on 1 June, 2018.
  - d. Teachers training workshops in
    - i. eClass - eNotice Features and Functions,
    - ii. Sketchup Basics - 3D drawing tips and tricks,
    - iii. Adobe Creative Cloud - Edition of pdf files and
    - iv. Adobe Flash - Batch processing skills on Image Import and Export
 were successfully conducted.
  - e. The total CPD hours of teachers in enhancing self-directed learning, narrowing the gap of learning diversity, e-Learning and STEM education are 311.
5. Implementation of STEM education.
- a. Room 503 was renovated into STEM centre, named “YLPSS STEM CENTRE”, “元動中心”.
  - b. STEM education was planned integrating into junior form curriculum of Science, Design and Technology, Computer Literacy and Mathematics.
  - c. Cross-curricular STEM competition, design of rubber band boat, was successfully organized for S1 students.
  - d. All S2 students attended coding workshop in Micro:bit and learn basic computer coding concept.
  - e. A team of 6 students (4 3B and 2 S1 students) participated “Eco Go-Kart 環保高卡車” competition and were awarded two prizes.
  - f. Subject-based STEM activities were organized by Mathematics, Physics and Biology departments. In International Mathematical Modeling Challenges, participating students got various outstanding awards: Finalist and Honorable Mentioned in Regional Contest, Honorable Mentioned in International Contest.
  - g. A team of students will participate the “Hovercraft Design Competition” organized by Arts and Technology Education Centre in July.
  - h. Workshops in 3D drawing techniques were conducted to students interested in 3D printing.
  - i. 10 S4 and S5 gifted science students participate seven days of “高校科學營 2018” organized by 國家教育部 (Education Department of China) during Summer Vacation in July.

With the decrease in school-age children and introduction of NSS curriculum, it is undoubtedly a wide gap of learning diversity in classrooms. Teachers should be aware of the fact that learning diversity exists in classrooms and that should master the necessary pedagogical skills via teachers professional training. Teachers were encouraged to attend training programs in catering for learning

diversity through Teachers Training Calendar. School-based talks or workshops can also be conducted to teachers. Successful teaching experience was shared by different departments.

In this era of information explosion, students already have got the skills of using mobile tools to search information. Teachers can make use of the advantages of electronic platforms to enhance students' self-directed learning habit and to motivate students' learning. Subject departments should incorporate the use of electronic learning device or platforms in selected topics they feel easy to do. With the progressive use of electronic learning tools, students will develop the habit of self-directed learning and be motivated to learn.

Although our school has just begun STEM education, the teacher i/c and members of STEM team have input much effort in initiating STEM activity in school. There are rooms of optimization of STEM activity in coming years. It can proceed in two ways: reformation of junior form curricula and organization of STEM competitions. Cross-curricular collaboration of Science, Mathematics and Technology subjects ensures a continuity of curriculum to teach students concepts, subject knowledge and skills in STEM. After mastering the necessary skills and knowledge, students will have the confidence to participate external competitions to broaden their horizon and exposure.

## **6.2 Student Development**

In this academic year, it is safe to say that almost all objectives listed in the Annual School Plan have been achieved, and some even exceeded considerably from what we have anticipated.

1. Appreciate their role as a citizen and display adequate citizenship.
  - a. In this year, 7 talks and 3 S1 lunch time activities were organized. As the GAP lessons were concerned, students showed an overall satisfaction rate of 3.88/5 in terms of students' response and 4.1/5 in terms of suitability of content and mode of presentation.
  - b. In the NME week, 5 activities varying from visiting the ICAC Headquarters to inclusive activities in a special school, were organized. Students were especially amazed by the unique experience in visiting the special school.
2. Define their national identity and to exhibit their responsibility to their country.
  - a. The 15-hour national education program in junior forms was completed.
  - b. Moreover, the Principal officers of our Sister School, Zengcheng Experimental Middle School, paid a visit to us and we had a preliminary understanding of both schools. Our return visit comprised of all S1 students, had been conducted from 28 to 30 June.
  - c. As far as Mainland visits were concerned, 2 large scale (involving most students in one form) and 1 small scale visit (50 students) were organized. Over 80% of participants found the activities useful.
3. Participate actively in social service activities.
  - a. 3 major social service activities, namely that of 1 elderly service, 1 inclusion activity and 1 fund-raising activities were held. The evaluation displayed very positive results, in which over 85% participants found the services meaningful and they had a deeper understanding in their present status.
  - b. Over 15 small-scale social service projects were launched, among them a service project to

the northern part of Thailand was joined by 30 junior leaders of various uniform groups. Even before the Thailand service project ended, participants actively asked the school for another similar project, which witnessed its popularity and effectiveness.

- c. At least 2 joint uniform group activities were launched in this year, with a joint group parade during the Open Day and a joint group camp in the Christmas holiday. Students enjoyed the camp, claiming that such experiences enhanced their uniform group experience.
4. Appreciate the importance of protecting the environment and to implement environmental protection activities in a systematic manner.
    - a. As proposed, we entered the HK Green School Campaign. The results would be released in early July.
    - b. The consumption of paper and electricity were considerably reduced in this year. For paper, we had a cut of 34.5% consumption when we compare our consumption of paper in the 2016/17 and the 2017/18 academic year. This was made possible by a combination of measures like the closer monitoring of printing and the adequate follow-up on paper consumption. For electricity, we cut our electricity bill by 14.7%. This was achieved by encouraging students to be more observant in switching off.
    - c. As usual, the Student Environmental Protection Ambassadors and Class Environmental Ambassadors were recruited to assist in helping to create a green campus. Over 10 activities on protecting the environment were held and most of them were well received. Among them, the environmentally friendly lunch held in late February attracted over 200 participants and we were confident that the practice of having environmentally friendly lunch could further be explored on its feasibility.
  5. Build up a more harmonious relationship with family and with family support counteract improper living habits.
    - a. This success of the operation of PTA was counted by the number of participants in various PTA activities and the number of activities the PTA organized. This year, both indicators had been successful as an increase of over 34 parents joined the day camp launched by the PTA. 4 talks were organized.

The completion of the Annual School Plan of this year marked the ending of the 3-year cycle of our three-year plan. Among other achievements, the successful implementation of social service in terms of its width and depth was marked by a general improvement of students' response. This was accomplished by the tactful planning of the activities and its gradual implementation in terms of level of difficulty and maintenance of interest. Apart from active enrolment and participation, students were willing to extract such experiences to their internal cognitive construct and such reflection gradually changed their paradigm. This was reflected by the rise in figures in the APASO survey, like that of the achievement, experience and social relationship.

Furthermore, an increase in terms of the frequency of activities be it in class or in house, did significantly improved students' opinions in teacher-student relationship and the school's atmosphere.

Combining these findings, we would be confident to put that the activities held in this year by various teams / committees were successful in achieving the objectives of the team.

### 6.3 Career and Life Planning

For junior forms, life-planning workshops with totally around 3 hours in each form were implemented for the students. S1 and S2 students were introduced to general life planning concepts that help them to prepare their life planning such as self-understanding, target setting, etc. Workshops for S3 students were focused on subject selection for NSS study. The workshops were successfully held as the reflected ratings were good. For senior forms, more focused workshops were carried out, such as ‘simulation of life’, financial planning and interview workshops that help them to prepare for the future.

Visits to different companies in different aspects including logistics, retail service, etc, were carried out to enhance students’ understanding of the real working environment. Careers Expo provides opportunities for the students to understand different careers from the experience of the leaders of that aspect. Some students participated internship programmes in summer, including 中學生暑期見習計劃(香港專業聯盟), Work Experience Programme (BSPP). They reflected that the fruitful experience boosted their horizons on their views on the working world they will face in the future.

LEAP program from HKUGA was successfully held. The mentors from different companies provided sharing sessions and company visits. 工作實戰計劃 by The Friends of Scouting was successfully held. The students participated workshops, interviews and internship in companies.

Collaborating with the PTA of our school, an interactive talk about the pathways after HKDSE (升學出路講座) was organized for S3 to S6 parents in April. After attending the seminar, parents were more confident in understanding and assisting their children in preparation of the future. The feedback from parents was positive and encouraging according to the survey conducted.

## 7. Physical Development

Percentage of students within the acceptable weight range is as follows:

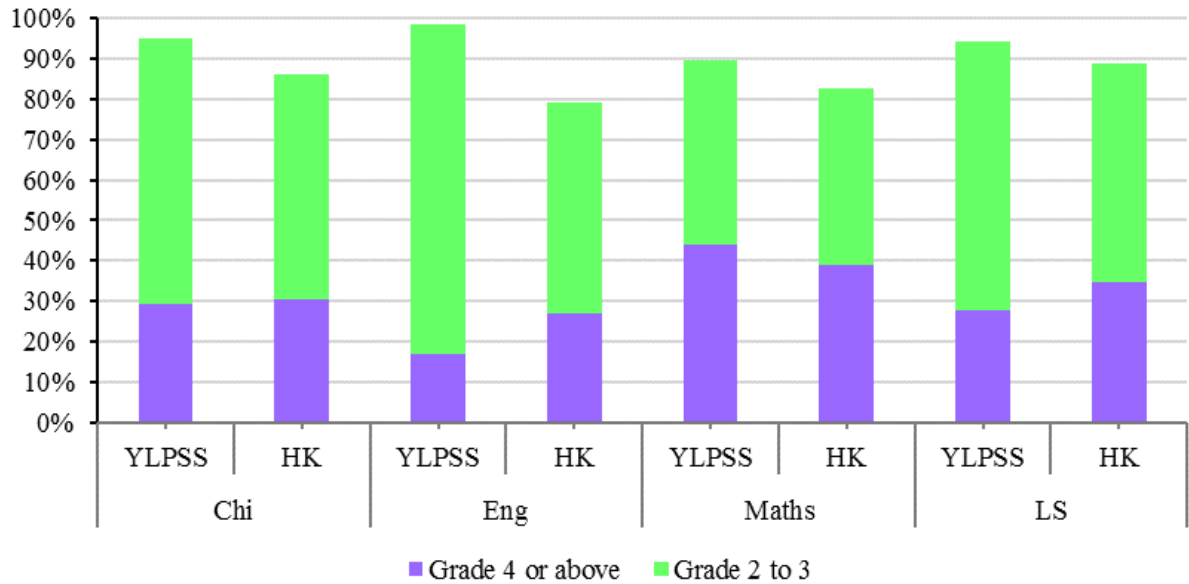
Grade level	Boys	Girls
S1	49.25%	44.29%
S2	45.59%	57.75%
S3	63.77%	50.68%
S4	66.67%	65.63%
S5	63.38%	64.52%
S6	57.14%	71.43%

## 8. Performance of Students

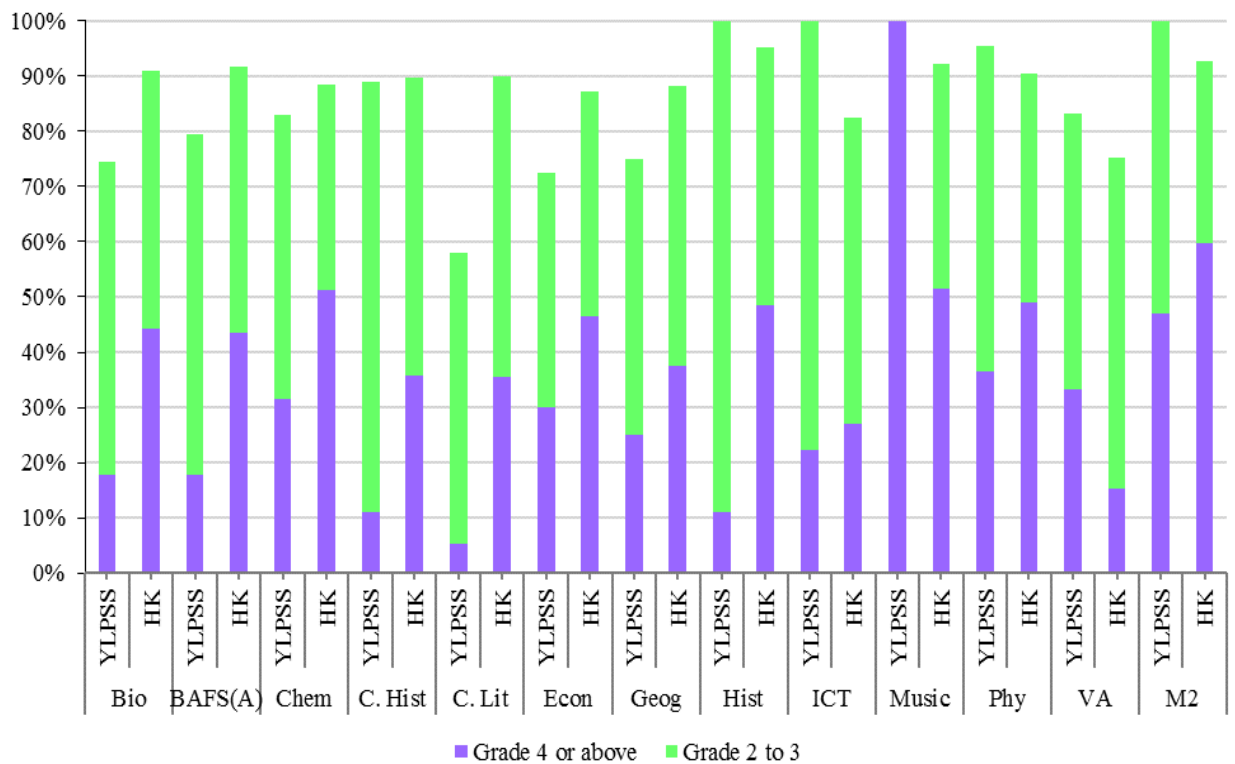
### 8.1 HKDSE

The following graphs show the results of HKDSE 2018:

#### Core Subjects



#### Elective Subjects



## 8.2 Prizes won in Inter-school Activities 2017/18

Activities	Award(s)
國際數學建模挑戰賽（國際賽）	二等獎
國際數學建模挑戰賽（中華賽）	二等獎
港澳數學奧林匹克公開賽《港澳盃》暨 亞洲國際數學奧林匹克公開賽初賽	銅獎： 2
「華夏杯」全國數學奧林匹克邀請賽 （全國總決賽）	二等獎：1 三等獎：1
「華夏杯」全國數學奧林匹克邀請賽 （華南賽區晉級賽）	二等獎：1 三等獎：3
「華夏杯」全國數學奧林匹克邀請賽 （香港賽區初賽）	二等獎：2 三等獎：2
通識健康教育計劃報告	初中組亞軍 高中組亞軍 高中組優異獎
全港中學學界機械人大賽	最佳藝術設計獎
全港中小學 micro:bit Digital Maker 比賽	亞軍
造大世界電動車大賽	初級組： - 亞軍 公開組： - 全場總冠軍 - 極速車手獎 - 最佳數碼應用獎 - 最強組裝獎 - 最佳體育精神獎
Eco Go-Kart 環保高卡車挑戰	Most Innovative Design Award Best Eco-Design Award Certificate of Merit
音樂薈萃·學校室樂創作	優秀作品： 2
第五屆「藝韻盃」香港國際音樂節	一等獎： 1
「認識憲法、《基本法》— 與法治同行」 全港中學校際問答比賽	優異表現獎
消費文化考察報告	特別嘉許（選題）獎
健康網上短片創作大賽	積極參與獎
法制先鋒問答比賽	最踴躍參與獎
全港《基本法》書法比賽	優良獎

M21 年度校園影片大賽	劇情短片組優秀作品 新聞影片組嘉許作品
大地攝影比賽	優異獎
《中國少年兒童美術書法攝影作品》暨《華夏兒童》全國少年兒童美術書法攝影大賽	優良獎
「中華文化快鏡 — 一帶一路文明的溝通」 短片拍攝比賽	入圍獎狀
元朗區學生全方位增值計劃	互動創意獎及 優異獎
優質教育基金 20 周年海報設計比賽	亞軍及 季軍
健康人生繪畫比賽	冠軍
我的澳洲聖誕卡設計比賽	優異獎
元朗區文藝之星嘉許計劃	文藝之星
賽馬會藝育菁英計劃全港青少年繪畫日	優勝作品
全港創意公關大賽	最踴躍參與獎
校園藝術大使計劃	Certificate of Recognition & Scholarship
公民教育標誌設計比賽	冠軍
香港交通安全隊新界北總區周年檢閱禮步操比賽	冠軍盾及 殿軍
香港交通安全隊 — 全港周年檢閱禮步操	冠軍
傑出紅十字會會員選舉（新界西區）	傑出紅十字會會員
傑出紅十字會青年團比賽	元朗區冠軍
葛量洪青少年制服團隊傑出服務獎	服務獎
香港海事青年團 — 聯校畢業匯操	The Best Unit
「關心你」獎勵計劃	Commendation Certificate: 20
Mathematics Project Competition for Secondary Schools	The Good Performance Team
Inter-Government Secondary Schools English Debating Competition	The Best Debater Award
HKSSF - Inter-School Athletic Competition, Badminton Competition, Cross Country Competition and Swimming Competition	First: 13 Second: 16 Third: 17 Fourth: 13
HKSSF - Inter-School Athletic Competition (Yuen Long)	Merit in Girls C Grade

HKSSF - Inter-School Badminton Competition (Yuen Long)	2 <sup>nd</sup> Runner-up in Girls A Grade
HKSSF - Inter-School Cross Country Competition (Yuen Long)	Merit in Girls C Grade
HKSSF - Inter-School Swimming Competition (Yuen Long)	Champion in Girls C Grade, 2 <sup>nd</sup> Runner-up in Girls B Grade, 2 <sup>nd</sup> Runner-up in Boys C Grade, Merit in Boys A Grade, Merit in Girls A Grade, Overall 1 <sup>st</sup> Runner-up in Boys, Overall 2 <sup>nd</sup> Runner-up in Girls
HKSSF - Inter-School Table-tennis Competition (Yuen Long)	1 <sup>st</sup> Runner-up in Girls A Grade
HK Triathlon Association - Individual Competitions	Champion: 2 1 <sup>st</sup> Runner-up: 3
Open Dance Contest	Gold Award: 1 Silver Award: 1
Schools Dance Festival	Highly Commended Award: 2 Commended Award: 3
HKMSA - Hong Kong Schools Speech Festival	Second: 1
The Art of English Calligraphy: Gratitude Card Design Competition	Merit Award: 1 Award of Recognition: 5
HK School Drama Festival	Award for Outstanding Script Award for Outstanding Performer Award for Outstanding Cooperation
EdV Award Scheme	Silver Medal – Flipped Classroom Video (Lang.)

### 8.3 Scholarship and Academic Achievements

Scholarship/Prize/Award	No. of awardee(s)
Yuen Long District Outstanding Students Election – Junior Session (Merit Prize)	1
Yuen Long District Outstanding Students Election – Junior Session (Third Prize, Top 10 Outstanding Students Award, Best Writing Award and Best Team Award)	1
Yuen Long District Outstanding Students Election – Senior Session (Second Prize, Top 10 Outstanding Students Award and Best Team Award)	1
Diamond in the Chemists Online Self-study Award	1



Upward Mobility Scholarship	3
Applied Learning Scholarship	1
Yuen Long District Outstanding Athletes (Squash)	1
A.S. Watson Group HK Student Sports Awards	1
Youth Arch Top 10 Student Improvement Award	1
參觀元朗區議會後感想徵文比賽 (優異獎)	3
更生先鋒計劃 — 新聞・反思徵文比賽 (優異獎)	1
香港中學華服徵文比賽 (冠軍及亞軍)	2
「愛、傳、城」第一屆全港中英文徵文比賽 (中學中文組亞軍)	1
香港青少年科幻小說創作大賽 (優異獎)	1
4・23 世界閱讀日創作比賽 (高中《中文組》優勝獎)	1
文協盃「紀念余光中」朗誦比賽 (優異獎)	1
中華傳統文化精粹演講盃 (初中組優異獎)	1
夢想盃演講比賽 (初中組冠軍)	1
香港基督少年軍之友獎學金	4
香港歌劇院教育及外展獎學金	1
聖西西利亞國際音樂大賽 2018 Violin solo (Certificate of Distinction)	1
聖西西利亞國際音樂大賽 2018 Piano solo (Grade 8 String Family Class Certificate of Excellence)	1
台灣亞洲・愛琴海藝術講堂及音樂大賽-台灣決賽 (8級小提琴獨奏第一名)	1
台灣亞洲・愛琴海藝術講堂及音樂大賽-香港區選拔賽 (8級小提琴獨奏季軍)	1
明日領袖獎	6
全港青少年進步獎 (進步獎及嘉許狀)	6

## 9. Financial Report

I. ESCBG Account 2017/18 Financial Year		
<b>A. Non-school-specific Grants</b>	<b>Budget Allocated (\$)</b>	<b>Expenditure (\$)</b>
(1) Baseline Reference Provision	532,408.00	479,520.03
(2) Other Education Purpose	737,240.00	482,582.46
<b>Sub-total</b>	<b>1,269,648.00</b>	<b>962,102.49</b>
<b>B. School-specific Grants</b>	<b>Budget Allocated (\$)</b>	<b>Expenditure (\$)</b>
(1) IT in Education Project	756,320.00	609,399.40
(2) Capacity Enhancement Grant	594,723.00	452,198.33
<b>Sub-total</b>	<b>1,351,043.00</b>	<b>1,061,597.73</b>
<b>Total (A+B)</b>	<b>2,620,691.00</b>	<b>2,023,700.22</b>

<b>II. Extra-Curricular Activities Account 2017/18 School Year</b>			
<b>B/F as at 31.8.2017</b>	<b><u>\$66,105.61</u></b>	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
(1) Contribution from Government		91,494.00	
(2) Collection of ECA fund from student		53,340.00	
(3) Collection of fees for specific purposes		7,200.00	
(4) Others		36,131.70	
(5) Interest		0.02	
(6) Extra-curricular activities and learning programmes		289,458.80	392,606.30
<b>Total</b>		<b>477,624.52</b>	<b>392,606.30</b>
<b>B/F as at 31.8.2018</b>	<b><u>\$151,123.83</u></b>		

<b>III. School Based Management Account 2017/18 School Year</b>		<b>Income (\$)</b>	<b>Expenditure (\$)</b>
(1) Contribution from students		241,500.00	
(2) Electricity charges by hire of school hall		7,187.25	
(3) Miscellaneous receipts		119,892.80	
(4) Deposit Account for Electricity charges			190,000.00
(5) Octopus annual charges & handling fee charge			20,799.80
(6) Newspaper subscription			11,723.40
(7) Subside to student activities			103,482.30
(8) Others			41,892.17
<b>Total</b>		<b>368,580.05</b>	<b>367,897.67</b>

## **10. Future Planning**

### **10.1 3-year School Development Plan (2018/21)**

#### **A. To enhance students' learning through promotion of e-Learning.**

1. To enhance teachers' professional development
2. To revise curriculum.
3. To promote and implement e-Learning.

#### **B. To develop students' self-esteem, self-discipline and a sense of belonging to the school.**

1. To help students develop self-esteem and self-discipline.
2. To boost students' sense of belonging to school and respect for others.

### **10.2 School Major Concerns (2018/19)**

1. To enhance students' learning through promotion of e-Learning
2. To develop students' self-esteem, self-confidence, self-discipline and a sense of belonging to the school.